

**Psychology 3000A – Adolescence
Issues in Psychology (Psychology 3000 Series), Fall 2012
Department of Psychology
The University of Lethbridge**

Location:

MWF; 3:00-3:50; C610

Instructor:

Dr. Margaret Forgie (Department of Psychology)

Office: Uhall, D850

Phone: 403-329-2437 (department: 403-329-2235)

email: forgie@uleth.ca (preferred contact)

Office Hours: By individual appointment at a mutually convenient time.

Teaching Assistant: TBA

Course Description:

The Issues in Psychology Series courses are designed to allow students to expand their knowledge of the fundamental principles of a specific discipline that were accrued at the second-year level. This semester, Psychology 3000A is intended to give students the opportunity to expand on the material covered in Psychology 2110A by placing emphasis on the period of lifespan development that marks the transition from middle to late childhood through adolescence to young adulthood. To this end, lectures, reading material, and in-class discussions will address three major themes: principles that apply to all humans or universals (i.e., the normative path); the sources and types of individual differences in this normative path; and finally, the problems that arise from severe disturbances or deviations that may affect only some adolescents. As with all courses in developmental psychology, it is essential to address these issues from an interactionist perspective that considers the biological, physical, cognitive, social, and emotional processes that are characteristic of the period under discussion.

Course Prerequisites:

The required prerequisites for this course are Psychology 2110 and one other 2000-level course in Psychology or Neuroscience (3.0 credit hours). Students that do not have these prerequisite courses or equivalents (e.g., verified transfer credits) will be deregistered from the course without warning. Prerequisite waivers will be considered in exceptional circumstances, and such requests must be submitted to me in writing prior to the end of the add/drop period (using the Prerequisite Waiver form that is available from the Registrar's Office). Please note that submitting a request for a waiver does not guarantee that you will receive one. I will evaluate each case individually. Regardless of specific background, I expect all students to have a working knowledge of the fundamentals of developmental psychology in early childhood, and the scientific approach to understanding human behaviour.

Required Readings and Text:

I. *Course Content:* Required reading for this course consists of a series of published journal articles and book excerpts that will be made available on Moodle, or will be placed on Reserve in the Library. Given the ongoing issues with respect to copyright, FOLLOWING each lecture I will also post to Moodle summaries of my lecture slides excluding photographs, charts and graphs (further

links and references will be provided for information not given in your readings). Students should not expect lecture summary notes to be adequate preparation for exams on their own.

2. *Research and Writing Reference Guide*: For many years I have required senior students to purchase a reference text to assist with written assignments, presentations, and so forth. Over the past year, due to a change at the level of the publisher, several versions of the *Making Sense* Text have been available. Beginning this semester, all students are expected to have this version of the book:

Northey, M., & Timney, B. (2012). *Making Sense in Psychology: A student's guide to research and writing*. Oxford University Press: Don Mills ON.

Course Rules and Regulations:

Attendance at lectures is not mandatory, yet each student is responsible for any material that is presented in the lecture (content, as well as any announcements etc.) whether or not you choose to attend. Cell phones **MUST** be turned off during the lecture and texting is absolutely prohibited. Students are permitted laptops or tablets for the sole purpose of taking notes. Unless you are a student with special needs (see below), there is **NO** reason to be doing anything with your computer other than taking notes during the lecture. Likewise, there is no reason for conducting a social chit-chat session during the lecture. These behaviours are rude, disrespectful, and disruptive to students and professors alike. In addition, though everyone is late every now and then (or needs to leave a bit early, including me) once class is in session, you are not welcome to disrupt the class with your late arrival. Should you have an ongoing situation that prevents you from arriving or leaving class on time, please contact me personally.

NB: All students are expected to be familiar with Part 4 of the current University of Lethbridge Calendar that governs Academic Regulations, Policies, and Program Requirements. In particular, all students should be familiar with Sections 5 and 9 (note that Section 9 was updated online after the printing of the paper Calendar). <http://www.uleth.ca/ross/2012-13/calendar/part04.pdf#page=16>

Course Information Online:

Moodle: The Online Course Management System at the University of Lethbridge will be used to post a running schedule of the course, specific readings covered, and so forth. Although all tests for this course will be written during class time, I will use Moodle to provide an online grade book to allow you to track your standing in the course. I will also post supplemental material (e.g., information sheets explaining assignment details and any lecture or reading material for topics that are not covered in the required readings).

Email: My primary method of communicating with you for general notices and points of interest to supplement lecture material will be via email and in-class announcements. Please check your U of L email account on a regular basis, or have that account forwarded to your usual email provider. Please do your best to remember to do regular housekeeping so that you do not miss important notices that relate to this course due to a full mailbox. Any requests for information pertaining to matters of a confidential nature (e.g., your particular standing in the course) must be sent from your U of L account. Please include your student number and your full legal name as it appears on your registration. Please do not abuse the class listserv by sending communications that are not relevant to this course.

Course Requirements:

(1) Exams. There will be three exams in this course, each of which will account for 15% of your final grade. Exams will be based on both lectures and readings from the text and will consist of short-answer, definition, and multiple-choice questions (see attached course schedule for exam

dates). There is no cumulative final exam in this course. **With the exception of extenuating circumstances (e.g., illness, accident or bereavement), all students must write the exam on the scheduled dates. Supporting documentation must be provided for any request to re-schedule an exam.**

(2) Oral Presentation. Students will be responsible for giving a short, conference-length presentation (10 minutes for presentation and plus 3 minutes for question period). Students will present in groups of three (maximum time for the group is 15 minutes, with length of time strictly enforced by the instructor). This presentation will be worth 20% of your final grade, with 10% accorded to the group and 10% accorded to each individual's contribution. Approaches from all levels of psychological analysis are encouraged (e.g., depending on your interests, you might choose to focus on the physiological changes that occur during puberty or you might choose a topic related to decision-making and social cognition). All group members are responsible for ensuring that the presentation is a cohesive group effort. Details related to this assignment will be discussed during the introductory classes and in an in-class workshop (see attached schedule). **One member of the group MUST provide me with an electronic copy of your final presentation slides (Keynote or Powerpoint only) by 3:00 pm on the day of your presentation.**

(3) Abstract Assignment. As a companion to your presentation each student must submit a written assignment that is adapted from several standard abstracted and annotated formats. The assignment consists of writing a one-page, critical abstract of each of five primary research articles that address the same topic as your presentation. The articles must have been published in a peer-reviewed (refereed) journal within the last six (6) years (i.e., 2006 or later). This assignment will account for 15% of your final grade and will be graded on a scaled pass/fail basis. Students that pass the assignment with their first submission will receive either 7.5% or 15%. Students that do not pass the assignment with their first submission will receive 0%. All students that do not receive 15% with their first submission may submit a revised assignment for re-grading. In other words, every student has the opportunity to achieve the full 15%. An information sheet for this assignment will be available on Moodle and will be discussed during the introductory classes (see attached course schedule). **First submission of this assignment is due NO LATER THAN 4:00 pm on the day that you give your presentation. Assignments may be handed in during class time or placed in the dropbox located adjacent to C866.**

(4) Journal Assignment. Each student will submit a written assignment that consists of an essay explaining a single, original research article (hereafter, the target article) concerning any topic in the area of adolescent development, BUT THE TARGET ARTICLE MUST NOT be one that you used for your abstract assignment. As with the presentation and the abstract assignment, approaches from all levels of psychological analysis are encouraged, and your target article must be a primary research paper that has been published in a peer-reviewed (refereed) journal within the last six (6) years (i.e., 2006 or later). This assignment is worth 20% of your final grade. Following initial grading (according to the grading scheme given below), all students will be given an opportunity to revise their paper for a higher grade. An information sheet for this assignment will be available on Moodle and will be discussed during the introductory classes (see attached course schedule). **First submission of this assignment is due NO LATER THAN Monday, November 12 by 4:00 pm. Assignments may be handed in during class time or placed in the dropbox located adjacent to C866.**

NB. PENALTIES FOR LATE ASSIGNMENTS:

Late submissions of the Journal Assignment or the Abstract Assignment will result in a 25% penalty per day. Failure to deliver your part of the in-class presentation will result in a grade of zero percent (0%). Remaining members of the group will be graded as a group and individually, without your result. Groups that fail to submit their presentation slides prior to giving their in-class presentation will be penalized 10% from the group portion of the mark. All assignments will be graded under the assumption that all students have read, and understood, the contents of the second required text by Northey and Timney (2012). In particular, all assignments must be in your own words. Paraphrasing someone else's words, even if you reference those words, is plagiarism. Plagiarism is a serious academic offense. Any case of suspected plagiarism will be dealt with severely, including the imposition of the maximum penalties allowable (please consult Part 4, Section 5 of the U of L Calendar regarding Academic Offenses).

Students with Special Needs:

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact me regarding your individual situation. Please note that no accommodations will be given without an official letter from the Disabilities Resource Centre (<http://www.uleth.ca/ross/disabilities/index.html>).

Grading Scheme:

Letter grades will be assigned to assignments and final course percentages according to the following scale:

A+ (90+)	B+ (77-79)	C+ (67-69)	D+ (56-59)
A (85-89)	B (73-76)	C (63-66)	D (50-55)
A- (80-84)	B- (70-72)	C- (60-62)	F (< 50)

Projected Course Schedule (As of August 28, 2012)

Week 1: Sept. 5, 7

Introductory Classes - Explanation of Assignments, Exams and Presentation Requirements (all students are expected to attend these classes. Should you be unable to attend, it is your responsibility to ensure that you understand the course requirements).

Weeks 2 and 3: Sept. 10, 12, 14*, 17**, 19, 21

*Paragraph of Interests Due for Presentations – hardcopy in class

**Groups and Topics assigned/dates Scheduled for Presentations/Workshop on Topics and Presentation Techniques

(All students are expected to attend these classes)

Lecture Topics:

Foundations of Development I: Brief Review

Foundations of Development II: Defining Adolescence

Weeks 4 and 5: Sept. 24, 26, 28, Oct. 1, 3, 5

Lecture Topics:

Physical Development in Adolescence I: Fundamentals of Puberty

Physical Development in Adolescence II: Brain Development and Hormones

Student Presentations (dates in bold are suggested dates, exact dates TBA):

Sept. 24, 26, **28** - Student Presentations 1

Oct. 1, 3, **5** - Student Presentations 2

Weeks 6 through 8: Oct. 8*, 10**, 12, 15, 17, 19, 22, 24, 26

*Monday, Oct. 8 – No Class - Statutory Holiday (Thanksgiving)

**Wednesday, Oct. 10 – In-class Test 1

Lecture Topics:

Cognitive Development in Adolescence I: Fundamentals

Cognitive Development in Adolescence II: Decision making and Risk-taking Behaviour

Student Presentations (exact dates TBA):

Oct. **15**, 17, 19 - Student Presentations 3

Oct. 22, **24**, 26 - Student Presentations 4

Weeks 9 through 11: Oct. 29, 31, Nov. 2, 5, 7*, 9, 12, 14, 16**

*Wednesday, Nov. 7 – In-class Test 2

**Friday, Nov. 16 - Journal Assignments are due by 4:00 pm.

Lecture Topics:

Social Development in Adolescence I: Social Cognition and Affect

Student Presentations (exact dates TBA):

Oct. **29**, 31, Nov. 2 - Student Presentations 5

Weeks 12 through 14: Nov. 19, 21, 23, 26, 28, 30, Dec. 3, 5, 7*

*Friday, Dec. 7 – In-class Test 3

Lecture Topics:

Social Development in Adolescence II: Identity Formation and Personality

Challenges in Adolescence: Psychopathology

Student Presentations (exact dates TBA):

Nov. 19, 21, **23** - Student Presentations 6

Nov. 26, **28**, 30 - Student Presentations 7

Friday, December 14 – Abstract and Journal Assignment Revisions are Due by 4:00 pm in the dropbox located adjacent to C866.